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ABSTRACT

Results of a formative, on-site evaluation of the Wyoming Indian High School (WIHS) at Ethete, Wyoming are presented in this report. Presenting information upon which effective and efficient planning might proceed for the 1972-73 school year, this report deals with the following areas of concern: (1) establishment of WIHS goals (establishment of a high school under American Indian control; preservation of the culture and development of cultural awareness, identity, and skills; increased student preparation for choice of life styles); (2) program components (board of trustees; school administration; student attendance, characteristics, guidance/testing, and data files; staff and support staff responsibilities and qualifications; program curriculum, allocations, organization, and activities); (3) task analysis and time frame (objectives, standards, measurements, and programs). The evaluators' recommendations are summarized as follows: the school board must assume an active role in development, policy making, and educational leadership; an educational director must be appointed and his responsibilities and authority established; data must be collected on student characteristics and needs; curriculum priorities must be set; curriculum development must include a course list, course content, methods, and materials; policy decisions must be made on attendance, discipline, course credit, grading, and personnel. (JC)

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I. Introduction and Procedural Statement

The Wyoming Indian High School (WIHS) at Ethete, Wyoming came into being in December 1971 after over a year of discussions between the Wind River Education Association (WREA) and various Area and Central Office Officials of the Bureau of Indian Affairs. Given the short operation period, five months, all those involved felt that the students and staff of the school would be served best if the evaluation called for in the contract were of a formative rather than summative nature.

In conformance in the contract, the evaluation team was comprised of three parties: Mr. Allison Sage (Chairman of the School Board) and Mrs. Barbara Sinclair (Director of the WIHS) representing the Contractor, Dr. Paul Streiff and Ms. Marie Monsen (Division of Evaluation and Program Review) representing the Contracting Officer and Mr. Guy Strickland (Educational Evaluation Associates) serving as the mutually agreed upon third party.

Following a planning session at the school in early May, the evaluation team assembled at Ethete May 22-24, 1972 to conduct the on-site evaluation. On May 24, 1972 Mr. Carl Vance, Area Director of Schools for the BIA (Billings Area Office) and the Contracting Officer's Representative (COR) visited the school and participated in the team's debriefing session with members of the school board.

II. Objectives of the School Year 1972-73

The evaluation team was charged with the task of providing formative evaluation information on which effective and efficient planning might proceed for the 1972-73 school year. The first step in this effort was to clarify the goals of the Wind River Education Association. The goals could then serve as an aid to planning in two ways: WREA could increase its efficiency by not wasting effort on activities not related to one of their goals, and WREA could determine which goals were not being met and needed more effort. In addition, the defined goals could serve as the framework for development of an evaluation plan; the evaluation would then be based on Wind River's goals, not on a set of goals imposed by some outside agency.

The evaluation team, with the cooperation of other members of the WREA board, arrived at three goals which seem to represent the desires of WREA:

1. Establishment of a high school under Indian control.
2. Preservation of the culture and development of cultural awareness, identity, and skills.
3. Increased student preparation for his choice of life styles.

A. The first and most important goal is the establishment of a high school under Indian control at Ethete, Wyoming. It is felt by the WREA that no existing schools, whether local public high schools or BIA boarding schools, properly serve the local Indian students. Among the things cited by the WREA as leading to this conclusion are: the

high dropout rate from both local and BIA high schools; the misallocation of funds which should have been directed to programs to aid Indian students; a lack of understanding or interest in the needs of the local Indian students and community; a systematic and perhaps deliberate limitation on the participation of Indians in school control and school policy decisions; and a lack of relevance of educational programs to specific Indian cultural, educational, and vocational needs. It is felt that a high school under Indian control, while unable to resolve all these problems in the immediate future, would be more responsive to the problems.

The establishment of a school under Indian control (or under anyone's control) requires adequate funding, students, a physical plant and accreditation by some educational agency. Each of these is a goal to be pursued by WREA.

B. The development of cultural awareness, identity, and skills is the second goal. The importance of this goal stems from the conviction that schools should not conflict with their Indian cultures; that schools should make Indians proud of their Indian heritage and therefore secure in their identity, that a student should not think that an education for modern society means he must become less an Indian. The development of a cultural identity in the Wind River students may also mean that those students are more likely to use their education to benefit their Wind River society; it may mean that the students are less likely to take their skills to Denver and turn their backs on Wind River. Certainly the WREA is not expending vast effort and money to improve the qualifications of Denver's labor market.

Among the goals in this area of cultural awareness, identity, and skills are: that students will have verbal competency in their native language; that students will have knowledge of Indian and tribal history, government, and social patterns; and that students will have an understanding of native art, whether shown by production or appreciation of that art. Another aspect of the goal is that the community will express an interest in the preservation of their culture by aiding the school in cultural activities and by becoming involved in school activities and school policy-making.

C. The third goal of the WREA is to give students an education which will enable them to have a wide range of choices after graduation from high school--work on the reservation, work away from the reservation, college, or other further training. The academic program in the high school must be good enough to qualify students for transfer to other schools or entry into college. The vocational program must be such that those students not intending to go to college will have skills to support themselves.

Equally important to the academic and vocational goals, are the attitudes and character-development goals which can expand or limit one's future. The school should prepare graduates to be happy with themselves, so they can live without the crutches of drugs and alcohol. The schools should give the students enough poise and self-confidence so that they can achieve to the limits of their abilities and desires.

III. Components of the Program

A. ADMINISTRATION

The board of trustees and the director of Wyoming Indian High School (WIHS) are to be commended for the progress they have made to date in the face of great obstacles. They have created something from nothing, going a long way toward achieving the first goal of WREA: the establishment of a high school under Indian control. They have obtained funding and a physical plant which, though not imposing, is adequate for current needs.

1. Board of trustees. A board of trustees is responsible for the direction and quality of the school; it typically fulfills this function by making general policy decisions and financial decisions, and delegating more specific decisions to the school adminstrator whom it has hired for that purpose. It also serves an ongoing evaluation function for all aspects of school activities, making recommendations through the school administrator.

Because the Wyoming Indian High School board has been so successful in working toward the tasks it has undertaken (establishing a high school and giving it initial direction), we are encouraged about the success it will have in addressing those tasks it has not yet undertaken. Among those tasks are responsibility for the quality of WIHS education; development of general policy on attendance, discipline, course credit and grading; and the appointment of an educational administrator.

It is felt that the responsibilities facing the board of trustees in the next nine months (and particularly in the next three months) will require that a quorum be met at weekly meetings. The difficulties, in the past, of getting a quorum at monthly meetings will have to be resolved. A way must be found to:

a. reduce the board size, retaining only interested, active members, or

b. replace the disinterested members, or

c. institute a system of functional subcommittees composed of interested members, or

d. all of the above.

2. School Administrator. The administrator of the school should provide educational leadership in interactions with staff and students; he should have management skills to handle a varied community of people, assign tasks and ensure their completion, and work with the board to implement its policy decisions; and he must haye the skills and knowledge to improve the quality of education in his school by developing curriculum and hiring qualified personnel. Two alternative administrative staffing arrangements are possible to accomplish this:

a) The present position of 'Director' could be continued in light of the attention required by external affairs (non-academic matters: e.g. compliance with federal funding procedures, etc.) and the position of 'School Principal' added.

b) Responsibility for total management (operations and external relations) might rest with a single administrator.

In its short period of development, those in authority have had to engage themselves in establishing a school rather than in operating it. That is completely understandable, but the time has now come when an administrator fulfilling this job description is required.

B. STUDENTS

WIHS has accepted the responsibility of educating all students in grades 9-12, who are residents of the Wind River Indian Reservation. The focus was on providing educational services to Indian students who had not enrolled in any off-reservation high school, or BIA boarding school. The enrollment for 1972-73 academic year is expected to include a heterogeneous grouping of approximately 150 students who prefer an on-reservation, Indian controlled school. In the coming year, the proposed student population will include those students with a high risk of dropping out, as well as a large group of lower risk students who simply prefer an on-reservation, Indian-controlled school.

1. Attendance. For the first six months of 1972, WIHS projected an attendance of about 60 students, with 15 students at each of the four grade levels 9-12. In practice it is difficult to determine how many actually were in attendance. In the first place, there have been no guidelines as to what constitutes enrollment in the school, or when a student has dropped out of WIHS. In the second place, there have been no guidelines as what constitutes attendance by a given student on a given day. In the past year, the appearance of a student at any time in the school day has been accepted as constituting attendance for the entire day; no standards of number of classes attended or number of hours in class (or even at school) have been used.

Using the most liberal information, the evaluation team has arrived at approximate figures that:

71 students have been on the rolls at one time or another,
22 are no longer at WIHS
49 are currently students at WIHS, of whom
31 attend about 3/4 or more of the days and
18 attend about 1/2 the days.
30 is roughly the average daily attendance.

It was the evaluation team's impression that fewer than 30 students take an English or math class on a given day.

There seems to be some question about the responsibility of WIHS to their own dropouts. It may be construed that WIHS should engage in extensive efforts to follow up on its 22 dropouts, either to bring them back into WIHS or to determine whether they are attending another school. Although there are plans to follow up on these students, it appears that up until now, in fact, little has been done; the school seems to feel that its target population consists of whatever students appear at its door.

2. Student Characteristics. An educational program geared to the needs and abilities of Wind River Indian students cannot be developed unless we know what are the needs and condition of Wind River Indian students. Up to this point WIHS has followed the best possible course; it has taken the individual students and given them freedom to fulfill their self-perceived needs, while assigning course work at the appropriate grade level.

However, it is quite clear that a continuation of this approach will not work next year, with a five-fold increase in the student population and the need for stricter scheduling. Information must be collected so that courses can be planned which will fill the needs of the students. This information must include data on the educational background of the students and their attitudinal and social needs. Plans to lower the dropout rate must consider information on why students have dropped out of WIHS and/or other schools. Plans for vocational training must depend on information about what jobs the students can become qualified for, and what jobs will be available. Plans for the

educational program depend on how well entering and continuing students can read and compute, what information they will need to succeed in school or beyond, and what interests they have. If it is determined that certain social problems (poor nutrition, alcoholism, poverty) affect school performance, then information must be gathered about who suffers from these problems and what can be done about it.

If an objective of WIHS is to reduce the number of students going to BIA boarding schools, then information must be gathered about why the students go the boarding school; then WIHS can determine what it can offer which would be an improvement.

3. Guidance and testing. The guiding and testing department at WIHS has three basic responsibilities: to gather the information about students which is needed for diagnosis, remediation, and curriculum planning; to gather the information about student performance which is needed for program evaluation; and to counsel students about their present and future activities.

The first two of the responsibilities involve information gathering. In the past six months, this information has been gathered in a rather spotty fashion simply because no standards had been set for quality or quantity of information needed. Indeed, initially there was no counselor on the staff. Where the information was collected, it was done very well--in fact, too well to be efficient: the use of a clinical psychology approach to a measure as gross as the Wide Range Achievement Test is an inefficient use of time and effort. The guidance counselor, in preparing for the coming year, should:

a. Design forms for the easy collection of information, by questionnaire, interview, or existing records, on previous school history, attendance, health, and social factors.

b. Choose a testing program for diagnostic prescriptive information as well as for achievement level information. In addition, the guidance counselor may find that group-administered tests are most convenient.

The evaluation team suggests that the following arrangement of data files will best serve the purposes of planning and of evaluation:

DATA FILES

1. CURRENT STUDENTS
   Previous Attendance:
   Place
   Dropout?
   Attendance
   Test Data
   Achievement Pre and Post
   Diagnostic
   Grades and course credit
   Health
   Sociological

2. INACTIVE STUDENTS
   All data from above
   Followup record-dropout or transfer
   Employment or further education

3. GRADUATES
   All data from # 1
   Followup record on employment
   or further education

4. INDIAN STUDENTS NOT at WIHS
   Attendance and location

5. ATTENDANCE + A.D.A.

6. AGGREGATE TEST DATA

C. STAFF

The most important part of a school is its teaching staff, and WIHS is fortunate to have such qualified and dedicated teachers. The evaluation team was impressed by their positive attitudes, their willingness to gear their teaching to the level and interest of the students, and their method of measuring progress by measuring each student against his own record rather than against some external standard.

Mr. Tom Shakespeare and Mr. Delphine Clare are particularly to be commended for developing a program in language and cultural studies from scratch and using it with students.

Mr. Ric Samulski and Miss Janet Harding are to be commended for constructing, without guidelines or assistance, academic programs which are geared to the level of the students.

Carol Manges has done an excellent job of generating enthusiasm and of stimulating the production of very impressive artwork. She is doubly to be commended as her efforts were entirely voluntary. Jenny Childs should also be thanked for her voluntary contributions.

With the expansion of the school in the coming year, close attention should be paid to the question of qualifications of teachers to be hired. In addition to subject-matter qualifications, there are qualifications of amiability; flexibility; willingness to work in meager surroundings with a wide variety of students and student abilities; leadership qualities; ethnic background; stability and physical health; and certification. The school must consider how much of one quality it is willing to give up in order to get more of another quality.

The evaluation team feels that the role and use of support staff needs to be improved. All activities in the school should be geared to the achievement of one or more goals for 1972-73 (listed earlier); and it seems that the support staff are not being used to that end. The teacher aides, if present at all during the site visit, were not in evidence aiding in the classroom. These aides should have specific schedules and specific activities to perform. At a minimum, they should

be trained to operate as instructors with individuals or small groups, under the supervision of the teacher. It is the responsibility of the teacher as well as the school to see that aides are prepared and utilized as efficiently as possible.

The community workers are another part of the support staff which is not being used to attain the school's goals. The job title indicates that Mr. Redman and Mr. Trosper should serve as a liaison between school and community, working with students outside school, keeping students in school, following up on those with poor attendance, etc. It does not appear to the evaluation team that these activities are engaged in, in any regular fashion.

The school should determine for support staff as well as for teaching staff, what qualifications it desires. The school must also develop job descriptions and areas of responsibility for the support staff; it may be necessary to establish schedules and standards for the performance of duties by the support staff.

D. PROGRAM

Every school will have some organizational structure with some allocation of time, space, staff, and materials, to teach some combination of skills and knowledge. It is not the function of the evaluation team to insist on a particular structure, particular allocation, or particular combination of skills and knowledge. It is the function of the evaluation team to suggest possible alternatives and to point out that if no organizational structure exists and no thoughtful allocation of resources is made, then it is possible that no combination of skills and knowledge may be learned.

The educational program at WIHS has developed without much form or direction. This was a proper action for the first six months, because it would have been wrong to have a program first and expect the students to fit into it. It has been entirely logical to start with the students and design a program around them. On the other hand, the experience of the past six months should be an excellent example that, if you start with students, then the educational program will not be completely formed even after six months. Thus, WIHS should not enter the next year without planning an educational program.

The solution to the problem is to gather the necessary data about next year's students and combine it with the experience gathered in the course of this year. The resulting knowledge should help in developing a program which will be appropriate to Wind River's needs and which will be in full operation from the first day of school in September.

1. Organizational Structure. The smooth operation of a school under Indian control requires that an active Board of Directors be ultimately responsible for all activities and efforts of the school. Because they haven't the time to supervise the everyday operation of the school, they must delegate operating responsibilities to a school principal, or headmaster, or director. This person should be knowledgeable in all phases of school operation because all members of the school staff (teachers, aides, kitchen, transportation, and maintenance workers) will be responsible to him. The director must have the confidence of the school board, as he is acting in the board's behalf in hiring, firing, and giving orders and direction to the school staff. If the director is not free to fulfill

these functions, the results are divisiveness and inefficiency. If the school board is not willing to delegate responsibility to the director, then the board must be prepared to meet daily to supervise school activities, or to accept divisiveness and inefficiency in school operation.

The evaluation team suggests that among the eight teachers to be hired for the coming year, two should be master teachers qualified to direct the academic program and act as Dean of Students in addition to their teaching duties.

There should be clearly defined areas of responsibility written into job descriptions for all employees. There should be clearly defined lines of authority so that no employee can neglect his duty and so that no duty will be neglected.

The school day must be organized and scheduled. The flexibility of scheduling which is possible with 30 students would become chaos with 150 students. It is assumed that a full high school program will be offered and that each teacher will teach several distinct courses at different grade levels. Therefore, students will not be able to wander into classes at different times and be accomodated with instruction geared to their particular needs and interests. Such instruction can be given but only according to a schedule, so that the teacher is not involved in special instruction for other students.

Another reason that careful scheduling is necessary is that the scheduling will allow the school to account for the location of each student. In the past year students have been in the school and not in

class, but these students have been few enough in number that they did not disrupt on-going classes. If the same conditions prevail next year, there may be forty or fifty students out of class at any time. That would be destructive of morale, incentive, and class operation, and is clearly an intolerable situation. It is clear also that students out of class are not likely to show progress in their studies, and that would reflect badly on the school in any evaluation procedure.

2. Allocation of Resources. Money, time, space, staff, and materials should be allocated or ordered only after the curriculum is determined.

3. Combination of Skills and Knowledge. The combination of skills and knowledge which a school is trying to teach is known as the curriculum. The lack of a well-defined curriculum means that in the catch-as-catch-can process of teaching, important skills and knowledge may be left out. If the school does not determine which skills and knowledge are important to Wind River, then other skills and other knowledge may be taught. The result would be that WIHS will not be serving the needs of Wind River. Therefore, the establishment of a curriculum is a paramount need in the planning for next year.

The simplistic approach to curriculum development at WIHS is found in section 108 of the contract. It lists all of the components of a typical high school curriculum. But the evaluation team concludes that for the coming year, section 108 must be treated only as a shopping list from which items must be chosen. This conclusion was reached for several reasons:

a. WIHS has not the time to develop full-blown programs in all the areas listed.

b. WIHS has not the money to provide quality education in all the areas listed.

c. The students are not adequately qualified for many of the subject areas listed. Reading ability is a prime requisite for success in many of the areas, and it would be inefficient to try to teach advanced courses until the basic reading skills are mastered.

In other words, WIHS must choose its priorities. Limited resources and limited student abilities dictate that WIHS determine which are the greatest needs of Wind River students in the coming year. The age distribution, grade distribution, and ability levels of next year's students should determine what courses should be offered in the coming year. Once that decision has been made, then the mix of subject matter qualifications for teachers can be determined and teachers can be hired. At the same time a rough schedule can be made up and the number of classrooms needed will be apparent, so that physical facilities can be developed.

After the course list has been established, then the content (specific skills and knowledge) of each course must be laid out, with particular attention given to the educational background and needs of the students. Only after the specific content of each course is determined can materials be ordered and a method of teaching (individualized, group, extensively audio-visual, lecture, etc.) be chosen.

For example, the excellent programs in Shoshone and Arapahoe language must have as objectives more than just mastery of vocabulary; therefore, the teaching program should not be exclusively vocabulary.

4. Student Activities. In light of the short time the WIHS has been in existence and the numerous problems associated with establishing a school, it is encouraging to note the number of student activities which were established: student council, traditional (Indian) Club, PEP club, photography club, student newspaper and girls and boys basketball. In addition there were two parents' days. It is hoped that these activities will not only continue, but will be formalized as part of the school program.

The Bureau of Indian Affairs has repeatedly emphasized its willingness to provide assistance to Wind River in carrying out the tasks described above. It is anticipated that such assistance will be requested when priorities are determined.

IV. Task Analysis and Time Frame

The accompanying task analysis and time frame was developed to assist WREA in the awesome task of preparing a high school for the 1972-73 school year. The evaluation team suggests that:

1. No task listed here can be neglected.
2. Each suggested deadline not met will make other tasks more difficult.
3. Any task not completed by the opening of school will mean damage to the quality and efficiency of the WTHS.

OBJECTIVE	STANDARD	MEASURE	PROGRAM
1. Establishment of a high school for grades 9-12 at Ethete, Wyoming	A. Meet State requirements for courses and attendance	(Site visit type)	Establishment of a UHSD
A. Accreditation	B. $200,000 + physical plant + $1,000/ADA	(Vance)	A. Wyoming State Department
B. Adequate funding	C. Present facilities + ____ classrooms + ____ kitchen + ____ ____ ____	(Site visit type)	B. State + ESEA + other federal
C. Physical plant	D. 50% Indian membership, elected by community		C. State funds
D. Indian control			D. Indian School Board
			Contract School
			A. _____
			B. BIA, Foundations (inquire into ESEA and other State funds) sub-contracting with other education agency
			C. BIA, tribal $ + effort self-help, foundations
			D. Indian School Board

OBJECTIVE	STANDARD	MEASURE	PROGRAM
Development of Cultural Awareness, Identity and Skills A. Students will have verbal competency in native language B. Students will have knowledge of tribal history government social patterns C. Students will have understanding of native art (history, appreciation, production) D. Community will be meaningfully involved in school policy making and school activities	A. Ability to carry on conversation with -elders B. 80% of students will score 80% correct on criterion references test (possibly a verbal test) C. History - test Appreciation - Production - ____ number of parents will attend ____ meetings see proposal p. 12 and define and explain more fully	A. Expert judgment B. Criterion referenced test or Expert judgment C. Expert judgment Expert judgment (possibly IAIA)	Refer to proposal p. 100 ff and/or contract pp. 3-4 (FY'72)

OBJECTIVE	STANDARD	MEASURE	PROGRAM
3. Increase knowledge and skills for a wide choice of life styles 1. Academic A. English (requires specification) B. Math C. Science D. Social Sciences E. Vocational and Business F. Physical Education	A, B, C, D, E Appreciate norms year's progress in year's time Comparison with previous performance (increase of ____%) attendance credit diplomas college employment F Appropriate norms	A, B, C, D, E Standardized tests Teacher constructed tests & observation with BIA assistance Criterion-referenced tests where possible Dropout rate F. Teacher testing using a standardized program (such as President's Council or Royal Canadian	Refer to contract section 108 (this requires much greater definition and explanation in the areas of: 1. Teacher qualifications 2. Hours per week 3. Materials description 4. Facilities description of extraordinary 5. Method: individualization teacher aides consultant services audio-visual materials

OBJECTIVE	STANDARD	MEASURE	PROGRAM
3			
2.2 Attitudes	Less:	Dropout Rate	A, B, C Guidance counseling
A. Self-esteem	Drinking		Open school
B. Adaptability	Referral to correctional institutions		Individualized instruction
C. Social Adjustment	School dropout		Opportunities for social interaction (extra curricular activities)
D. (Others?)	More:		
	Daily Attendance		
	High school credit given		
	High school diplomas		
	College attendance		
	Employment		

TASKS	TO BE ACCOMPLISHED
1. Get contract	immediately
A. Objectives	immediately
B. Map	immediately
2. Choose educational priorities	
A. Consider alternatives	by May 29
B. Make decisions	by May 29
3. Choose director	
A. Set desired qualifications	by May 29
B. Develop method for search	by May 29
C. Obtain applicants	by June 19
D. Consider applicants	by June 26
E. Hire	by June 26
4. Develop Curriculum	
A. Consider student characteristics	by June 19
B. Make course list	by June 19
C. For each course, objectives	by June 19 - July 3
D. For each course, programs	
1. facility needs	by June 19 - July 17
2. time needs	by June 19 - July 17
3. texts and material needs	by June 19 - July 17
4. staff needs	by June 19 - July 17
5. Facilities	
A. Consider alternatives	by May 29 - July 17
B. Obtain funds	
C. Make arrangements to obtain facilities	by July 17
6. Textbooks and materials	
A. Consider alternatives	by June 26 - July 10
B. Order materials	by July 3 - July 17
C. Put in place	before September 4
7. Staff: Teachers	
A. Determine desired qualifications (subject matter, attitudes, etc.)	by May 29
B. Develop method of search	by June 5
C. Obtain applicants	by July 3
D. Consider applicants	by July 10
E. Hire teachers	by July 24
8. Staff: Aides	
A. Determine desired qualifications (subject matter, attitudes, etc.)	by May 29
B. Develop method of search	by June 5
C. Obtain applicants	by July 3

D. Consider applicants	by July 10
E. Hire aides	by July 24
9. Staff Training	
A. Determine needs	by July 24-31
B. Set priorities	by July 24-31
C. Obtain materials	by July 31-August 14
D. Conduct training	August 21-September 4
10. Other services	
A. Food	
1. determine need	by June 26
2. obtain facilities, staff materials	
B. Transportation	by July 17-August 14
C. Maintenance	
D. Bookkeeping	
E. Other	
11. Operating Procedures & Policies	
A. Define areas of responsibility--job descriptions	by June 12
B. Determine lines of authority	by June 12
C. Attendance policies	by July 10-August 14
D. Discipline	by July 10-August 14
E. Homework	by July 10-August 14
F. Course credit	by July 10-August 14
G. Schedules	by August 14-August 28
1. class	
2. student	by August 14-August 28
H. Annual calendar	by July 10-August 14
I. Reporting	
12. Guidance	
A. Testing	
1. needs	by June 12
2. material	by June 5-July 10
3. data from previous schools	by May 29-June 5
B. Data files	
1. determine what should be in each file	by June 12
2. develop method to obtain needed data	by June 5-19
3. obtain data	by June 12-26
13. Community involvement	
A. Organize parent and support groups	July 17-August 21
B. Obtain members	July 24 and continuing
C. Determine roles, if any, for parents as assistants	July 24-August 21
1. obtain parents	July 24-August 21
2. train parents	August 21-August 28
D. Schedule events	August 14-28

V. Summary and Recommendations

A tremendous amount of credit should be given to all those who have done so much to establish an educational center at Ethete. Those who have given so much know that they cannot now rest on their laurels; that they must work harder than before to establish a true high school at Ethete by September.

The recommendations of the evaluation team have been embodied in the evaluation report, but they may be summarized here for added emphasis:

1. The school board must take a very active role in development, policy making, and other aspects of educational leadership.
2. An educational director must be appointed, areas of responsibility and lines of authority established.
3. Data must be collected on student characteristics and needs.
4. Curriculum priorities must be set.
5. Curriculum must be developed: a course list, course content, and methods and materials.
6. Staff must be hired to meet a set of established qualifications.
7. Policy decisions must be made on attendance, discipline, course credit, grading, and personnel.

The B.I.A. has made it quite clear that the Wind River project is in a developmental stage; that the acceptance of the contract implies B.I.A. interest in the success of the WIHS. Consequently the B.I.A. is willing to provide whatever assistance it can to help Wind River to establish a successful high school under local Indian control.

APPENDIX A - CONTRACT :

APPENDIX B STAFFING

APPENDIX C DAILY SCHEDULE

APPENDIX D

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

K51C14200583
CONTRACT NUMBER

DECEMBER 1, 1971

NEGOTIATED
COST REIMBURSABLE
CONTRACT
FOR

THE OPERATION OF
AN
INDIAN EDUCATION RESOURCE CENTER

WITH

THE WIND RIVER SHOSHONE AND ARAPAHOE
EDUCATION ASSOCIATION, INC.
ETHETE, WYOMING

1. [illegible] Ident. Code: 51C14200583	2. 12/1/7[illegible]	3. [illegible]	REG. 2 AND DMS REG. 1. RATING:

SOLD BY CODE

Engineering Contract Adviser
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20242

6. ADMINISTERED BY (If other than block 5) CODE

7. [illegible]

CONTRACTOR NAME AND ADDRESS (No., str., city, county, State, ZIP code) CODE FACILITY CODE

THE WIND RIVER SHOSHONE AND ARAPAHOE
EDUCATION ASSOCIATION, INC.
P. O. Box 145
Ethete, Wyoming 82520

9. DISCOUNT FOR PROMPT PAYMENT

N/A

10. SUBMIT INVOICES (4 copies unless otherwise specified) TO ADDRESS SHOWN IN BLOCK

SHIP TO/MARK FOR CODE

Same as block 5

12. PAYMENT WILL BE MADE BY/X through CODE

Bureau of Indian Affairs Data Center
500 Gold Avenue
Albuquerque, New Mexico

THIS PROCUREMENT WAS ☐ ADVERTISED, ☒ NEGOTIATED, PURSUANT TO: ☐ 10 U.S.C. 2304 (a)( ) ☒ 41 U.S.C. 252 (c)(10 and 25 U.S.C. 452

ACCOUNTING AND APPROPRIATION DATA

C58-01/2/1740-1212

13. ITEM NO.	14. SUPPLIES/SERVICES	17. QUANTITY	18. UNIT	19. UNIT PRICE	AM
	For the operation of an Independent, Voluntary, Indian Education Resource Center Type of contract -- Cost Reimbursable This contract consists of the following: Part 100 - Education Requirements - pages 1 through 9 Part 200 - Special Conditions - pages 10 through 13 Part 300 - General Provisions - pages 14 through 38 Budget - Exhibit A - pages 39 and 40				Estimate

TOTAL AMOUNT OF CONTRACT $100,000.

CONTRACTING OFFICER WILL COMPLETE BLOCK 22 OR 26 AS APPLICABLE

☐ CONTRACTOR'S NEGOTIATED AGREEMENT (Contractor is required to sign this document and return the original copies to issuing office.) Contractor agrees to furnish and deliver all items or perform all the services set forth or otherwise identified above and on any continuation sheets for the consideration stated herein. The rights and obligations of the parties to this contract shall be subject to and governed by the following documents: (a) this award/contract, (b) the solicitation, if any, and (c) such provisions, representations, certifications, and specifications, as are attached or incorporated by reference herein.

WIND RIVER SHOSHONE AND ARAPAHOE EDUCATION ASSOCIATION, INC.
NAME OF CONTRACTOR

31

(Signature of person authorized to sign)

NAME AND TITLE OF SIGNER (Type or print) 25. DATE SIGNED

26. ☐ AWARD (Contractor is not required to sign this document.) Your offer on Solicitation Number _____, including the additions or changes made by you which additions or changes are set forth above, is hereby accepted as to the items listed above and on any continuation sheets. This award consummates the contract which consists of the following documents: (a) the Government's solicitation and your offer, and (b) this award/contract. No further contractual document is necessary.

27. UNITED STATES OF AMERICA

BY _____

(Signature of Contracting Officer)

28. NAME OF CONTRACTING OFFICER (Type or print) 29. DATE

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PART 100 - EDUCATION REQUIREMENTS

101 - SCOPE OF CONTRACT. (a) The Contractor shall provide all necessary qualified personnel and all materials, equipment, facilities and services required to operate an independent, voluntary, Indian Education Resource Center, hereinafter called the Center, at Ethete, Wyoming, on the Wind River Indian Reservation, as outlined under and as more specifically detailed in clauses 102 through 114 that follow:

102 - CENTER OPERATING FACILITIES. The Contractor will be responsible for making the facilities in which the school program is operated safe. Should deficiencies be reported by the State Department of Education as to any inadequacy of the facilities it will be the Contractor's responsibility to make such corrections. The Contracting Officer has no authority to authorize funds for capital improvements to non-government owned facilities nor can the Contractor utilize funds provided in this contract for such purposes.

103 - NUMBER OF INDIAN STUDENTS TO BE PROVIDED EDUCATION SERVICES. The Contractor shall provide education and related services as outlined in this contract to eligible Indian students of the Wind River Indian Reservation. The number of students to be enrolled and provided education services by grades during the period of this contract are listed below.

Students	
Grades	Number
12	15
11	15
10	15
9	15
	60 Total

Preference in enrollment shall be given those students presently not enrolled in any school.

104 - PERSONNEL STANDARDS. (a) The Contractor shall provide the professional supportive personnel required to provide the education program required by this contract and they shall meet employment standards and certification requirements as prescribed by the Wyoming State Board of Education or the qualification standards of the United States Civil Service Commission, without regard to the source of financial support.

(1) Certain positions may be filled by individuals not meeting the certification requirements prescribed above, provided they possess special qualifications as determined by the Contractor and that they work under the supervision of personnel who meet the certification requirements stated in (a) ab

(2) All professional personnel serving in academic supervisory capacities shall meet the certification requirements prescribed in (a) above.

(3) Counselors who spend two or more periods in counselling parents or students shall meet current state education standards for counselors or their equivalent except parent counselors may be approved by the Contractor.

(4) Other pupil personnel professionals in specialized fields shall meet acceptable professional or state certification standards.

105 - LENGTH OF SCHOOL YEAR AND DAY. (a) The Contractor shall provide a minimum school year and school day as follows:

(1) The school year shall be not less than 180 teaching days or that proportion of the normal school year of 180 days as remains at the time this contract comes into effect.

(2) The length of the school day shall be not less than seven (7) clock hours gross, except that allowances shall be given at the discretion of the Contractor for deviations necessitated by specialized aspects of the education program (e.g., work-study).

106 - TEACHING LOAD AND CLASS SIZE. (a) The Contractor shall maintain the following teaching load and class size for grades being taught under this contract.

(b) Teachers of all grades shall be on duty at least seven (7) clock hours per day and such additional time thereafter as may be required by special circumstances.

(1) No teacher shall be permitted to teach more than six (6) one-hour periods daily.

(c) In grades seven through twelve, the maximum membership of any class shall not exceed 30 pupils, except the maximum membership of a physical education class shall not exceed 60 pupils.

(d) If special circumstances warrant a deviation from the above standards the Contractor may submit a justification describing the conditions and request an exception from the contracting officer. The contracting officer may grant the deviation if the circumstances and conditions show the need.

107 - DIRECTION OF SCHOOL OPERATIONS BY CONTRACTOR. The Contractor shall have a representative with full authority to take action that may be warranted on the premises at all hours when the school is in operation.

The representative's name, title and telephone number shall be made available to the contracting officer. If the representative is changed for any reason prompt notification shall be given the contracting officer.

108 - CURRICULUM. The Contractor shall provide the curriculum below which is designed to attain the objectives of the school. It consists of the subject areas and programs of science, mathematics, language arts, social studies, Native American studies, vocational and business training, physical education, other specialized courses, and a summer program in ranch management.

1. Science. Training in modern scientific method and traditional Native American science will be emphasized.

   a. Chemistry
   b. Physics
   c. Biology
   d. Earth science
   e. Other sciences using the investigative approach (e.g., ecology)

2. Mathematics: All areas will build upon a thorough knowledge of the number system. The workshop-experimentation approach will be used.

   a. General math
      Personal math
      consumer math
      trade math
      business math
   b. Algebra
   c. Geometry
   d. College algebra and trigonometry (for individual students)

3. English: There will be equal emphasis upon oral vocabulary and reading skills and writing. All areas of concentration will include objectives related to these three types of performance.

   a. Reading science
   b. English writing forms
   c. Literature
   d. Speech
   e. Drama
   f. Translation

4. Native American Studies: Oral Arapaho and Shoshone will be taught to create an understanding and appreciation of their rich cultural heritage. Relating this heritage to contemporary society will be an ultimate objective of this area of study.

   a. Anthropology - including physical and cultural anthropology; history by tribal historians and through use of credible published material.

   b. Tribal Government - analysis of intergovernmental relationships; by-laws; constitutions; judicial systems; special

commissions and Indian agencies; the BIA; historical basis of governmental structure; current events; national policy; and case studies to be developed by students.

c. Social patterns - including clan, tribal, family structure, socio-economic situation and problems; philosophy and Native American religions.

d. Indian Art - primitive and traditional styles and materials adapted to modern methods; Indian symbolism encouraged in new modes and methods of expression such as sculpture; metal work, pottery, silversmithing and other art forms (not local) which can be introduced.

e. Native American history

5. Social Sciences: Emphasis will be on methodology. Students will be encouraged to take part in social science projects to investigate, interpret and analyze data. In higher grades, students will be encouraged to engage in field research and use statistical tools.

a. American history
b. Economics
c. Government
d. World history
e. Geography
f. Sociology
g. Psychology
h. American heritage

6. Vocational and Business: Much about the economic institutions of this country will be learned in the social sciences. The vocational curriculum contains a sequence of objectives relating to preparation for employment in the business field, both secretarial and professional.

a. Typing
b. Shorthand
c. Accounting
d. Business organization and law
e. Marketing
f. Ranch management, including animal husbandry to be provided in a continuous sequence provided arrangements can be made for cooperative use of adjoining farm owned and operated by and through Contractor's lessor. This is in addition to the summer program described in part 10 which makes use of Arapahoe Ranch.
g. Homemaking
h. Industrial arts

7. Special Programs: To emphasize attractability and retention features of the school:

a. Work-study program coordinated through counselling program. Students who desire it will be encouraged to seek employment on a part-time basis when enrolled in the Resources Center.

b. Use of school for community adult study projects and/or social activities related to school life.

c. Student center.

8. Supplementary Activities: These activities will be set up within general guidelines set by the Wyoming High School Activities Association to help fulfill requirements for membership in the Association. Unless special permission is granted, a general rule should be that students will participate in one or more supplementary activities, and parents will be recruited to participate as advisors, helpers, etc., in at least one supplementary activity.

9. Physical Development: Sportsmanship and rule structures will be important objectives in this program. The rigorous training in Native American athletic tradition will be adopted by the school. Various means of healthful recreation will be revealed to the students making special use of the wealth of natural recreational resources of the Wind River Indian Reservation. The interscholastic and intramural athletic programs of the school will be included in this program.

a. Physical education
b. Family health
c. Interscholastic athletics
d. Intramural athletics

10. Summer Program: A summer program for the months of June, July and August in ranch management will be operated by the Contractor in cooperation with the Arapahoe Ranch at Themopolis, Wyoming. The program's details shall cover the following subjects, and shall involve at least twenty (20) students:

a. Animal husbandry
b. Accounting
c. Administration of ranch personnel
d. Marketing

109 - FOOD SERVICE. The Contractor shall provide the following food service to each Indian student attending the school.

(a) A breakfast shall be provided which contains, as a minimum, each of the following food components in the amounts indicated:

(1) One-half pint of fluid whole milk served as a beverage or on cereal or used in part for each purpose.

(2) A one-half cup serving of fruit or full-strength fruit or vegetable juice.

(3) One slice of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain cereal or enriched or fortified cereal; or an equivalent quantity of any combination of any of these foods.

(4) To improve the nutrition of the participating protein-rich foods such as one egg; a one ounce serving (edible portion as served) of meat; poultry, or fish; or one ounce of cheese; or two tablespoons of peanut butter; or an equivalent quantity of any combination of any of these foods shall be served.

(5) Additional foods may be served with breakfast as desired.

(6) Breakfasts and snacks as provided by the menu shall be offered to all children in attendance without cost.

(7) Maintain, in the preparation and serving of food, proper sanitation and health standards in conformance with all state and local laws and regulations.

(b) A noon lunch conforming with the following minimum nutritional requirements prescribed by the U. S. Department of Agriculture and the State Board of Education:

(1) One-half pint fluid whole unflavored milk.

(2) Two ounces (cooked) lean meat, poultry or fish, or one-half cup dried cooked beans or peas, or one egg, or 4 tablespoons peanut butter (one half the quantity of any two of the above foods can be used.)

(3) A one cup serving of vegetables and/or fruit. Full-strength vegetable or fruit juice may be counted to meet not more than one-fourth cup of this requirement.

(4) Bread from whole grain or enriched flour or meal.

(5) Two teaspoons butter or fortified margarine.

Note: Schools approved under the National School Lunch Program shall serve only those foods that contribute to a well balanced nutritional program. Such items as soft drinks, candies, chewing gum, pre-packaged cakes, cookies, pies, water popsicles, popcorn, and cracker-filled products shall not be provided or offered for sale during the school day. Ice cream may be served at the lunch period but at no other time during the school day. Fresh whole milk and fresh fruits may be served at any time during the school day.

110 - STUDENT TRANSPORTATION SERVICE. (a) The Contractor shall provide and be responsible for the transportation of eligible Indian students who attend the school from residence to school and return based upon an approved schedule of service. Each pickup stop and time of pickup shall be made known to students and parents.

(b) The Contractor shall provide all other required transportation needs of students such as sightseeing tours, visits to other schools, attendance at athletic events away from school, and other special occasions.

(c) The Contractor shall require that all transportation equipment meet state standards and be maintained in good and safe operating condition at all times. No equipment that is not in that condition shall be used for the transportation of students. The Contractor shall require all vehicles used in the school operation to meet the state inspection requirements and display a valid state inspection approval otherwise they shall not be operated.

(d) The Contractor shall require that all drivers of vehicles used for transporting students or for any other purpose in connection with the school operation have vehicle operators licenses issued by the State Department of Motor Vehicles or an equivalent office.

111 - STUDENT ATTENDANCE REQUIREMENTS. The Contractor shall encourage student attendance in the school program in cooperation with the proper tribal authority.

112 - RECORDS. (a) The Contractor shall maintain the following records:

(1) Permanent record of each student which shall include grades, attendance, health and other pertinent information.

(2) Transcripts and permanent records of students in good standing, transferring to another school, shall be forwarded upon request to the receiving school.

(3) Official current transcript, a current health certificate, and a record of the certification of each professional person and other support personnel employed shall be maintained.

(4) Records of the financial operations and obligations of funds shall be maintained in a manner prescribed by the contract in order to permit proper financial accounting and audits.

(5) An inventory and identification by tag number of each piece of Federal property made available to the Contractor under this contract or purchased with funds provided under this contract shall be made as prescribed by existing Federal regulations and policies.

(6) Pupil accounting shall be in accordance with procedures established jointly by the Contractor and the contracting officer.

(b) All records shall be maintained in a manner to minimize theft or destruction by fire.

113 - STUDENT EVALUATION. (a) The Contractor will measure the success or failure of the school and report the results to the contracting officer. This information contained in the report will be used to revise the school program so that it can more nearly approximate the center's goals.

(1) Achievement records from elementary or secondary schools previously attended, reliable data on dropout rates, and grade level equivalency records will provide a comparative basis for evaluation. When such records are not available, a pre-test can be administered by guidance counsellors or teachers.

(2) During the school year, teacher and counsellor-devised tests will serve, along with classroom observation, as a basis for the analysis of student performance.

(i) Written objective tests will be used to measure students' knowledge and understanding of subject matter.

(ii) Student response to a questionaire which will indicate their attitudes, habits and expectations.

(3) Standardized tests will also be used.

(4) Upon request of the Contractor consultative and technical assistance in evaluation and other matters will be provided as stated in Clause 201 - Consultative Services.

(b) Subjective teacher evaluation instruments must be developed by participating teachers under the direction of an expert prior to the period of instruction, or as soon thereafter as practicable. Student responses to these instruments will be compared to responses on the same or similar instruments at the end of the period of instruction to provide an objective indication of the degree to which the student has developed attitudes toward school and learning, and has or has not progressed academically.

114 - REPORTS. (a) The Contractor shall submit the following reports to the contracting officer.

(1) A program report certified by the Contractor shall be submitted within ten days following the close of each quarter (September 30, December 31, March 31 and June 30). This report shall reflect in sufficient detail student enrollment by age and grade; average daily

attendance; progress toward program goals, program evaluation; personnel development; and student-community participation.

(2) Other reports shall be submitted as required by the contracting officer.

PART 200 - SPECIAL CONDITIONS

201 - CONSULTATIVE SERVICES. The contracting officer will consult with the Contractor in order to provide training, and consultative research and development to insure that the Federal obligation and trust responsibility for the education of Indian children and youth for which the Federal Government is responsible will be met. In addition the Contractor may request the contracting officer for guidance in interpreting the terms of the contract or other matters related to the performance of the contract. Discussions initiated by either the Contractor or contracting officer and requests for guidance made by the Contractor will be honored within a reasonable time after a request is made.

202 - CONTRACTOR'S INNOVATIVE INPUT. The Contractor has wide range to develop innovative programs for carrying out an education program within the requirements of this contract, and is encouraged to do so. Such programs shall be reduced to writing and copies shall be furnished the contracting officer. Any program that conflicts with or replaces a program expressly provided in the contract shall be approved by the contracting officer in advance of its use.

203 - MONITORING AND OBSERVING THE CONTRACTOR'S PERFORMANCE. The contracting officer shall be allowed access to the school premises for the purpose of monitoring all phases of the performance of the contract. Monitoring shall include the review of records, reports, observing classroom instruction, student transportation, facilities and operations, feeding programs and any other activities that are being performed under the contract. Any activities of the Contractor not in compliance with the terms of this contract shall orally and in writing be called to the Contractor's attention with a request to correct the deficiencies. The contracting officer will contact the Contractor's representative on the school premises when making a monitoring call and will conduct monitering activities so as to cause the least interruption to the school's operations. The Contractor shall cooperate in all reasonable ways to assist the monitoring.

204 - PERFORMANCE REVIEW AND EVALUATION. (a) A performance review and evaluation of the total education and support program shall be made on three separate occasions during the school year. The purpose of the review and evaluation is to review all aspects of the school performance covered by the contract and to evaluate the performance against the contract provisions and standards specified, to recommend corrective action for deficiencies that are found and to improve operations where required.

(b) The review and evaluation shall be conducted by representatives designated by the Contractor and contracting officer and a third party selected jointly by the Contractor and contracting officer, and shall be made on mutually agreeable dates.

205 - FISCAL ACCOUNTING. The Contractor shall maintain a fiscal accounting system designed to reflect cost of the various segments of the school operation as indicated in the approved budget. The accounting system shall be designed by the Contractor and approved by the contracting officer and it shall be in operation when the school term begins, but it shall cover all financial transactions incurred during the full term of the contract. The fiscal accounting system established may not be altered except by approval of the contracting officer.

206 - FINANCIAL AUDITS. The Contractor's expenditure of contract funds shall be subject to audit on a semi-annual basis by the contracting officer. The audits are for the benefit and protection of the Contractor to prevent obligations at a higher than normal rate which if not detected could result in the estimated cost of this contract being exceeded without notice to the contracting officer as provided in Clause 329 - Limitation of Cost. The Contractor shall cooperate with the contracting officer in making all necessary information available for such audits. Audits will be conducted in such a manner so as to cause the least inconvenience to the school operation.

207 - INDEMNITY AND INSURANCE. (a) The Contractor shall indemnify and save and keep harmless the Government against any or all loss, cost, damage, claim expense or liability whatsoever, because of accident or injury to persons or property or others occurring in connection with the total operation of the school under this contract.

(b) The Contractor shall secure, pay the premium for, and keep in force until the expiration of this contract, and any renewal period thereof, insurance as provided below, and such insurance policies shall specifically include a provision stating the liability assumed by the Contractor under this contract.

(1) Workmen's compensation insurance as required by laws of the state where the school operation is performed.

(2) Owner's, landlord's and tenent's bodily injury liability insurance with limits of not less than $50,000.00 for each person and $300,000.00 for each accident.

(3) Property damage liability insurance with limits of not less than $35,000.00 for each accident.

(4) Automobile bodily injury liability insurance with limits of not less than $50,000.00 for each person, and $100,000.00 for each accident and property damage liability insurance with a limit for not less than $5,000.00 for each accident; and

(5) Food products liability insurance with limits of not less than $50,000.00 for each person and $300,000.00 for each accident.

(c) Each policy of insurance shall contain an endorsement providing that cancellation by the insurance company shall not be effective unless a copy of the notice of cancellation is mailed (registered) to the contracting officer thirty (30) days prior to the effective date of cancellation.

(d) A certificate of each policy of insurance, and any charges therein, shall be furnished to the contracting officer immediately upon its receipt from the insurance company.

(e) Insurance companies providing insurance to the Contractor shall be satisfactory to the contracting officer and when in his opinion an insurance company is not satisfactory, for reason that will be stated, the Contractor shall provide insurance through companies that are satisfactory to the contracting officer.

208 - HEALTH CERTIFICATE REQUIREMENTS. All persons employed by the Contractor in the operation of the school shall present upon their initial employment and once each succeeding year thereafter, a certificate to the effect that they are free from tuberculosis in a transmissable form. The certificate must be signed by a licensed physician and must be secured not more than 90 calendar days prior to the opening of the school term, unless a lesser period of time is approved by the contracting officer.

209 - EQUIPMENT PURCHASED WITH CONTRACT FUNDS. (a) The title of each item of accountable equipment purchased with funds made available under this contract shall pass to and vest in the Government upon delivery of such property to the Contractor. A simple record listing all items of equipment purchased with funds made available under this contract showing such property by names, manufacturers, serial number (if any), and the cost of the equipment will be maintained by the Contractor.

(b) Title to the equipment shall remain in the Governmend and shall be unaffected by the incorporation or attachment thereof to any property not owned by the Government, nor shall the equipment, or any part thereof, become a fixture or lose its identity as personalty by reason of affixation to any realty. The Contractor (i) shall not pledge, assign, or transfer title to the equipment, nor do or suffer anything to be done whereby any equipment may be seized, taken in execution, attached, destroyed or injured, and (ii) shall not remove or otherwise part with possession of, or permit the use by others of the equipment.

(c) The Contractor shall maintain and administer, in accordance with sound practice, a program for the maintenance, repair, protection and preservation of the equipment.

(d) Except as may be otherwise provided for herein, the equipment shall be used only for the performance of this contract unless written permission to use it for other purposes is granted by the contracting officer.

(e) The Contractor shall be responsible for the care and safekeeping of the equipment, and for the return or delivery of the same in the condition in which received, except for reasonable wear and tear, and except to the extent such equipment is consumed in the performance of this contract.

210 - CONTRACT PERIOD. The contract shall be for the period beginning on December 1, 1971 and shall end at the end of the fiscal year on June 30, 1972.

211 - CONTRACT RENEWAL. The contract may be renewed annually for successive fiscal years by mutual agreement of the parties, subject to negotiation and to the availability of appropriations for the succeeding fiscal year.

212 - METHOD OF PAYMENT. (a) The total estimated cost of this contract, as referred to in Clause 3 - LIMITATION OF COSTS, is the amount shown in block 21 of the contract, or any amendment of that amount that may be made, which is shown in greater detail on the BUDGET attached to the contract as Exhibit A.

(b) This contract does not provide for a fixed-fee, therefore, the "allowable cost" referred to in Clause 330 - ALLOWABLE COST, FIXED-FEE, AND PAYMENT, will be paid upon the submission of an invoice. The invoice shall be supported by a statement of the items of cost incurred by the Contractor, together with a copy of the order or other document used to incur the obligation, receipted bill acknowledging payment, or other documents evidencing payment. The items for which payment are claimed shall be coded to identify them with the items in the BUDGET, Exhibit A attached to this contract.

(c) Invoices may be submitted monthly or more frequently if the Contractor desires.

(d) No overhead or general administrative costs are included in this contract.

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APPENDIX B

STAFFING PATTERN

1. Academic Subjects
   English & Social Studies - Mr. Ric Samulski
   Math & General Science - Ms. Janet Harding

2. Native American Studies
   Arapahoe - Mr. Tom Shakespeare
   Shoshone - Mr. Delphine Clair

3. Guidance Counseling - Ms. Bobbie Potter

4. Teacher Aides (2)
   Mrs. Agnes Spoonhunter
   Mr. Gary Goggles

5. Community Workers (2) - also teach Physical Education
   Mr. Alfred Redman
   Mr. Brian Trosper

6. Support Services
   Cook & Cook's helper
   Maintenance Sup. + 2 helpers - also drive school bus

In addition, two volunteers worked for part of the school year. Ms. Carol Manges taught art; Ms. Jenny Childs taught a programmed business course.

APPENDIX D

OPTIONAL FORM NO. 10
MAY 1962 EDITION
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UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Division of Evaluation & Program Review DATE: May 16, 1972

FROM : Education Specialist, Evaluation, Albuquerque
Acting Branch Chief, Evaluation, Washington

SUBJECT: Pre-evaluation visit to Wind River

Participants: Mr. Carl Vance, Contract Officer's Representative, Billings Area; Mrs. Barbara Sinclair, Project Director; Mr. Allison Sage, President of the School Board; Miss Marie Monsen, Evaluation (Central Office), and Dr. Paul R. Streiff, Evaluation (Albuquerque).

It is agreed that the evaluation of the Wind River Shoshone and Arapahoe Education Association Contract No: K51C14200583 will take place on May 22, 23 and 24, at the project site in Ethete, Wyoming.

In accordance with the contract provisions, an evaluation team has been designated as follows:

(1) For the Contractor:

a. Mrs. Barbara Sinclair
b. A member of the governing board to be designated by the board.

(2) For the Contracting Office: (Represented by the Division of Evaluation and Program Review)

a. Miss Marie Monsen
b. Dr. Paul R. Streiff

(3) The Center for the Study of Evaluation, UCLA, Los Angeles, California:

a. Represented by Guy Strickland

Objectives of the Evaluation:

(1) To examine the documented basis on which the project was approved and funded and on which it has operated to date in terms of:

a. The original proposal and the contract.
b. Program and project objectives as reflected in those documents.
c. Performance criteria as reflected in those documents.

(2) To conduct an evaluation of the project.

9:00 - 9:45	I II III IV	ART ARAPAHOE MATH SOCIAL STUDIES	SHOSHONE ARAPAHOE SCIENCE ENGLISH	SHOSHONE ARAPAHOE MATH SOCIAL STUDIES	SHOSHONE ARAPAHOE SCIENCE SOCIAL STUDIES	ARAPAHOE SHOSHONE MATH SOCIAL STU
9:50 - 10:35	I II III IV	ARAPAHOE ART SOCIAL STUDIES MATH	ARAPAHOE SHOSHONE ENGLISH SCIENCE	ARAPAHOE SHOSHONE SOCIAL STUDIES MATH	ARAPAHOE SHOSHONE ENGLISH SCIENCE	SHOSHONE ART SOCIAL STUD MATH
10:40 - 11:25	I II III IV	P. E. P. E. ART ARAPAHOE	P. E. P. E. SHOSHONE ARAPAHOE	P. E. P. E. SHOSHONE ARAPAHOE	P. E. P. E. SHOSHONE ARAPAHOE	P. E. P. E. ARAPAHOE ARAPAHOE
11:30 - 12:00	I II III IV	P. E. P. E. ARAPAHOE ART	P. E. P. E. ARAPAHOE SHOSHONE	P. E. P. E. ARAPAHOE SHOSHONE	P. E. P. E. ARAPAHOE SHOSHONE	P. E. P. E. SHOSHONE ART
12:00 - 12:30		L U N C H T I M E				
12:30 - 1:25	I II III IV	SHORTHAND ENGLISH LIT. SCIENCE LAB READING	SHORTHAND ENG. LIT. SCI. LAB. READING	SHORTHAND ENGLISH LIT. SCIENCE LAB. READING	SHORTHAND ENGLISH LIT. SCIENCE LAB. READING	SHORTHAND ENGLISH LIT SCIENCE LAB READING
1:30 - 2:10	I II III IV	MATH SOCIAL STUDIES P. E. P. E.	SCIENCE ENGLISH P. E. P. E.	MATH SOCIAL STUDIES P. E. P. E.	SCIENCE ENGLISH P. E. P. E.	MATH SOCIAL STUD P. E. P. E.
2:15 - 3:00	I II III IV	SOCIAL STUDIES MATH P. E. P. E.	ENGLISH SCIENCE P. E. P. E.	SOCIAL STUDIES MATH P. E. P. E.	ENGLISH SCIENCE P. E. P. E.	SOCIAL STUD MATH P. E. P. E.

EACH GROUP HAS ABOUT 20 STUDENTS

12:30-1:25 CLASSES HAVE ABOUT 8 IN EACH

(3) To provide formative evaluation information on which effective and efficient planning for the 1972-1973 contract year may proceed systematically.

The evaluation will take into account the several categories specified in the March 29, 1972, memorandum prepared by me for the attention of the Chief, Evaluation Division, among others.

Paul R. Streiff

Marie Monsen

Addendum

At the time of writing the final draft of this report, progress might be cited in several of the areas recommended. Several aspects of the school and project situation will have changed, and this is as it should be. This report, however, reflects as accurately as possible the conditions and circumstances as ascertained by the team at a given time. Another evaluation visit early in the new school year will reflect those changes which one might wish to incorporate here. To do that would obviously require another evaluation at this moment.